



**New York State  
Department of Civil Service**

*Committed to Innovation, Quality and Excellence*

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*An Introduction to Job Simulation Exercises*

for the

**Police Chief/Assistant Chief Series**

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**2005**

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*Governor*

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*Commissioner*

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## INTRODUCTION

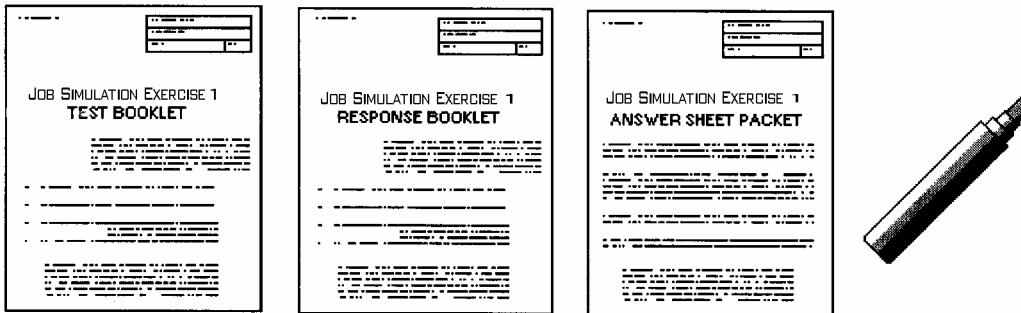
The written test you are taking for the Police Chief/Assistant Chief Series will consist of multiple-choice questions and two job simulation exercises. This information booklet is designed to inform you of the format and scoring of the job simulation exercises.

### JOB SIMULATION EXERCISE 1

In Job Simulation Exercise 1, you will be required to work your way through situations similar to those you might encounter as a Police Chief/Assistant Chief, making decisions about the best courses of action to take. The exercise unfolds as a result of decisions you make about how to handle the situations presented. Different people will have different ways of solving problems and managing situations. These differences may cause the exercise to unfold in different ways. The exercise is designed so that actions you choose give you information or produce outcomes, eventually leading to a conclusion.

### MATERIALS

Job Simulation Exercise 1 requires three separate booklets -- a Test Booklet, a Response Booklet and an Answer Sheet Packet -- and a latent ink developer pen.



A Sample Exercise is included in this information booklet. Although the actual test materials will be in three separate booklets (as mentioned above), in the Sample Exercise they are printed on consecutive pages so that they can be included in this information booklet. The Sample Exercise contains, in order, the test sections, an answer sheet, and the responses.

Portions of the Sample Exercise will now be used to show how this type of job simulation exercise works. **This is only an example; it is not job related. The exercise on the test will be similar to situations you would encounter as a Police Chief/Assistant Chief.** After this explanation, the entire Sample Exercise will be presented and you will be taken through it section by section and have the scoring explained.

## **TEST BOOKLET**

### **Background Information:**

When you open the Job Simulation Exercise 1 Test Booklet, you will be presented with background information.

The Background Information introduces you to the exercise. It tells you what your role is and what is happening. At the end of the Background Information, you will find the direction **Continue now with Section A.**

#### **Background Information**

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

**Continue now with Section A.**

### **Sections:**

All sections of Job Simulation Exercise 1 contain choices. Each section is identified by a letter of the alphabet. Section A is the first section presented. You will generally NOT be directed to other sections in alphabetical order. (For example, you may be directed from A to Q to H to C, etc.). Also, you may not be directed to every section in the problem. **GO ONLY TO THOSE SECTIONS TO WHICH YOU ARE DIRECTED.** Some sections may have more than one page. Be sure that you start with the first page of the section. Also, make sure that you look at every page in a multi-page section.

In each section, you will find a list of things you could do or information you might want to know to respond to the situation. Some of the things are good choices, while others are neutral or even poor. In some of the sections, you will see additional information about the situation. In every section, you will see instructions for selecting choices. Some sections require you to **Choose ONLY ONE** of the choices; others direct you to **Choose AS MANY** as are appropriate, to **Choose UP TO** a specified number or to **Choose A SPECIFIC NUMBER**. Failure to follow these instructions could negatively affect your score on the test.

### **SECTION A**

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

In answering a **Choose ONLY ONE** section you should assume that you will be allowed to make only one choice. You should evaluate all the choices and choose the one you believe is better than all the others. Occasionally, the response to that choice may direct you to make another choice in the same section. This does not necessarily mean that you have made a poor choice. It may be the preferred choice. However, you should **never assume** that you will have the opportunity to make a second choice.

In answering a **Choose AS MANY** section you will have the opportunity to make several choices. Not all the choices represent proper actions to take. You should evaluate all the choices and choose all those that you believe represent proper actions while not choosing any of those that you believe represent inappropriate actions.

In answering a **Choose UP TO** section you will be told the maximum number of choices you can make (e.g., **Choose UP TO FOUR**). You do not have to choose four but you cannot choose any more than four. If you do choose more than four, you will receive credit for the four lowest valued choices and therefore may receive a lower score.

In answering a **Choose A SPECIFIC NUMBER** section you will be told the exact number of choices you are to make (e.g., **Choose THREE**). You should not leave this section without making the exact number of choices indicated (e.g. three choices). If you make more or fewer choices (four choices or two choices), you may receive a lower score. If you cannot find three choices that you believe are positive steps, you should look for choices that you believe will not be negative steps so that you can make the required three choices.

A **Choose AS MANY**, a **Choose UP TO** or a **Choose A SPECIFIC NUMBER** section will generally end with a numbered direction that begins: **"After you have chosen...."** This numbered direction does NOT count as one of the number of choices you may make in the section. You should make the appropriate number of choices in the section before following the instructions in the final numbered direction.

## ANSWER SHEETS

Once you have made a selection, you must record your choices on the answer sheet. When you record your choices, the answer sheet will tell you which response number to look up to find the outcome of the particular choice.

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5			15			25			35			45	
B	6		D	16			26		G	36			46	
	7			17			27			37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The answer sheets contain numbers with blank boxes to the right of them. Letters that identify each of the sections are positioned to the left of the first choice in that section. The visible numbers correspond to the choices in the Test Booklet. The boxes to their right contain "latent information": numbers, words, or checkmarks that cannot be seen until they are exposed with the special developer pen. Because each answer sheet is designed for a specific problem, it is essential that you use the answer sheet that corresponds to the problem you are working on.

When you lightly rub the developer pen across the box next to your choice number, you will expose the latent information. **TAKE CARE TO EXPOSE ONLY THE BOX WHICH CORRESPONDS TO YOUR CHOICE.** When exposing material on the answer sheet, rub the developer pen once over the area you wish to develop. The image will appear in one to two seconds. **DO NOT** repeatedly rub an area. Repeated

rubbing may cause the image to be scrubbed off the paper and become unreadable. This will make it difficult for you to continue with the test and may result in your getting a lower score than you would have gotten otherwise.

Using the developer pen on a choice box creates a record of your choice. Unlike a multiple-choice test, there is no way you can erase a choice once you make it. As in real life, once an action is taken, it is not possible for it to be rescinded. Subsequent steps can be taken to counteract the action, but the original action remains.

When you expose the box on the answer sheet that corresponds to the number of the choice you selected in the Test Booklet, you will see one of three things: a **checkmark**, a **GO TO** statement or a three-digit **number**, as indicated in the following example.

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33	178		43	✓
	4			14	161		24	GO TO F		34			44	
	5	156		15			25			35			45	
	6	GO TO G		16			26			36			46	✓
B	7		D	17			27		G	37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	152

If a **checkmark** appears, continue to follow directions in the SAME section in which you are working in the Test Booklet. The checkmark merely means that your answer has been recorded, but no new information is presented to you as a result.

If a **GO TO** statement appears, be sure to develop the ENTIRE box, because some labels of sections may consist of double letters (AA, BB, etc.). Go to the indicated lettered section in the Test Booklet

If a three-digit **number** appears, look up that numbered response in the Response Booklet, read the response, and follow the directions at the end of the response.

In sections that allow more than one choice, make your choices one at a time. READ THE RESPONSE (IF ANY) TO EACH CHOICE BEFORE MAKING YOUR NEXT CHOICE.

## **RESPONSE BOOKLET**

The Response Booklet contains the responses, which provide both feedback on your choices and directions for proceeding through the Job Simulation Exercise.

The following illustration shows the kinds of responses and directions you can expect to see.

If the directions send you to another section (**GO TO SECTION D**), go immediately to that section and make no more choices in the section in which you were working. If the directions tell you to **Make another choice in the same section**, you **must** return to the section in which you were working and make another choice. If the directions tell you to **Return to the section you are working in and continue**, return to that section, make any additional choices that are appropriate and follow any further directions you are given.

- |  |
|--|
| <p>181. He says he hopes so.<br/><b>GO TO SECTION D.</b></p> <p>182. There have been none. <b>Make another choice in the same section.</b></p> <p>183. She says she was prepared to make her presentation.<br/><b>Return to the section you are working in and continue.</b></p> |
|--|

Responses provide information and/or directions for working through the problem. HOWEVER, not all the responses in the booklet are actual parts of the problem you are working on. Some responses present information which may be false or misleading. These have been included to prevent candidates from trying to piece the problem together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

## **SCORING**

CHOICES, NOT RESPONSES, ARE SCORED. Every time you use the developer pen on a box, you are recording a choice. Only the boxes exposed on the answer sheets will count toward your test score. Nothing you write in the Test Booklet or in the Response Booklet will be counted toward your final score.



EVERYTHING YOU EXPOSE ON THE ANSWER SHEET(S) WILL BE TAKEN INTO ACCOUNT IN SCORING. Be very careful using the developer pen on the answer sheet. Avoid making stray marks or smudges with the developer pen. When you expose a box, make sure it is the one that corresponds to your choice. Whatever you expose on an answer sheet - EVEN BOXES THAT YOU EXPOSED ACCIDENTALLY - will be scored, except in those cases where exposing additional response numbers contrary to instructions would advantage you. You will NOT be allowed to change or cross out exposed boxes. If you cross them out, they will be scored anyway. You will NOT be allowed to obtain a fresh answer sheet to make different selections.

Each choice in this type of job simulation exercise is valued positively, negatively or neutrally. In order to achieve the best score you can, you should select only the choices that you consider to be positive. In those sections that allow you to make more than one choice, you should select the choices that you consider to be positive, while taking care not to select poor choices.

You may not be able to tell from the response to a choice whether that choice has a positive, negative or neutral value. As in real life, you may make the right decision but not immediately get good results. It is also possible to make a poor decision but have things appear to turn out all right in the short run. Do not become discouraged if a response to one of your choices suggests that the situation is not improving.

## **HINTS**

Because you will be working through this exercise by going back and forth between the Test Booklet, the Answer Sheet Packet, and the Response Booklet, you could lose your place in the problem. You may find it helpful to leave your Test Booklet open to the section you are working in while you mark the answer sheet or look up responses so that you can return to the correct Test Booklet section quickly and easily. This is especially true of **Choose AS MANY** and **Choose UP TO** sections where you may go back and forth several times before being directed to another section.

You may find it helpful to track your path on a separate piece of paper by listing, in order, the sections to which you have been directed. This will enable you to review the events of the problem in the order they occurred and to keep track of your progress. You can also make any notations you wish in the rest of the Test Booklet. Although the answer sheets will show the sections in which you have exposed choices, they will not give you information on the order in which you have gone through the sections.

You should NOT make notations or stray marks on the answer sheets.

You should keep working on a problem until you are directed to a response that tells you it is the **END OF PROBLEM**.

### ***IF YOU DON'T KNOW WHERE TO GO NEXT IN THE EXERCISE...***

. . . follow the steps below. You are responsible for keeping track of where you are in the problem. The monitor is not permitted to assist you in finding your place.

If you find that you have answered only a few sections of the problem, and don't know where to go next, you've almost certainly missed a direction. If you become lost, LOOK FIRST in that section of the Test Booklet in which you are working:

- If the section directs you to **Choose AS MANY**, **Choose UP TO**, or **Choose A SPECIFIC NUMBER**, you may have missed the very last choice in the section that will usually tell you what box to expose next on the answer sheet in order to find the response that tells you where to go next.
- If the section directs you to **Choose ONLY ONE**, the box you exposed on the answer sheet either will have a GO TO statement, or will direct you to a response number. That numbered response either will have a GO TO statement at the end or will direct you to make another choice in the same section. If the response does neither, MAKE SURE you have exposed the correct numbered box on the answer sheet. If you have, then MAKE SURE you have read the correct numbered response in the Response Booklet.

If you still find yourself not knowing where to go next in the problem, the SECOND thing to do is retrace your path through the problem to make sure you haven't gone to a wrong section by mistake.

The last thing to remember, should you become lost, is not to give up. Entering a wrong section is not fatal. Back yourself up and pick up again where you went off the track.

## SAMPLE JOB SIMULATION EXERCISE 1

We will now present a complete sample exercise formatted like the one you will encounter in Job Simulation Exercise 1. We will show all of the choices in the exercise, the full answer sheet for the exercise and all of the responses for the exercise. We will discuss how to select choices in a section, and how to use the answer sheet to go to the responses that relate to the choices that are selected. We will show how to proceed through a section and how a problem progresses from section to section. Finally, we will show a fully exposed answer sheet so that you can see the responses associated with each of the choices and how making different choices could affect how a problem develops.

### ***TAKING THE TEST***

During an actual test, this type of job simulation exercise typically requires you to use three separate booklets:

**Test Booklet** - This booklet presents the exercise situations and the possible choices that you can select.

**Answer Sheet Packet** - This small booklet contains the answer sheet for the exercise. During the actual test you will need to use the special developer pen in order to mark a choice on the answer sheet, which may reveal other directions or information.

**Response Booklet** - When you select a choice, the answer sheet may indicate a numbered selection for you to read in the Response Booklet. The numbered selection in the Response Booklet will often provide additional information about the exercise, and will give you directions to either continue in the section you are working in, or go to a different section of the Test Booklet.

Look over the sample Test Booklet, Answer Sheet and Response Booklet and then go to page 19 to work through the sample problem.

## **SAMPLE JOB SIMULATION EXERCISE 1**

On the following pages are the Background Information and all the sections (A through H) of a sample problem.

### **BACKGROUND INFORMATION**

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

**Continue now with SECTION A.**

### **SECTION A**

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

### **SECTION B**

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

7. Explain to your supervisor why the information that the Commissioner received was incorrect.
8. Draft a letter to the participants explaining the situation.
9. Direct Joan to make the changes she suggested.
10. Reassign Joan from the project.
11. Meet with your staff to resolve the dispute.
12. Tell Mike he must do what Joan has asked.
13. Tell your supervisor that you are unable to resolve the situation.

### **SECTION C**

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

#### SECTION D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

#### SECTION E

Your supervisor says he received a couple of calls complaining about the lack of seats and handouts. You would also want to ask him: **(Choose AS MANY as are appropriate.)**

25. whether he is aware of any other complaints
26. whether Joan has held seminars like this before
27. how Joan's work performance is in general
28. whether he wants you to discipline Joan
29. if the Commissioner wants to talk to Joan
30. if you should conduct the remaining seminars yourself
31. **After you have chosen as many as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 31 ON THE ANSWER SHEET.**

### **SECTION F**

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

- 32. Inform your supervisor that Mike caused the problem.
- 33. Discuss the situation with Mike.
- 34. Tell your supervisor that you have learned some things about Friday's seminar.
- 35. Ask Mike if he has any ideas about why there was a problem with Friday's seminar.
- 36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

### **SECTION G**

Before speaking with Joan you would: **(Choose ONLY ONE, unless otherwise directed.)**

- 37. Ask for the evaluation sheets from Friday's seminar.
- 38. Tell your supervisor that you are going to straighten out the mess Joan has made.
- 39. Make a list of all the things Joan appears to have done wrong.
- 40. Make a list of the various questions you plan to ask Joan.
- 41. Ask if any complaints about Friday's seminar have come directly to your office.

### SECTION H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

- 42. whether he was deliberately trying to embarrass Joan
- 43. whether he realized they were short seats and handouts Friday
- 44. whether he knows why more people appeared Friday than he had prepared for
- 45. whether he has any ideas on how to prevent a recurrence of Friday's problems
- 46. whether he has talked to Joan about what happened Friday
- 47. that you think your supervisor is overreacting
- 48. whether setting up the proper number of places was too much effort
- 49. that you are upset over the way he mishandled the situation
- 50. **After you have chosen as many as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**



## ***SAMPLE JOB SIMULATION EXERCISE 1 ANSWER SHEET***

Below is the answer sheet for the sample exercise with no choices exposed.

### **Sample Exercise Answer Sheet**

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5			15			25			35			45	
	6			16			26			36			46	
B	7		D	17			27		G	37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

## **SAMPLE JOB SIMULATION EXERCISE 1 RESPONSE BOOKLET**

On the following pages are the responses, numbered 151 through 183, for the sample exercise. Pay special attention to the note at the beginning of the responses. It says that not all of the responses listed are actually part of the problem. Be sure that you read only the responses to which you have been directed.

### **RESPONSES**

**PLEASE BE AWARE:** Not all of the responses below are actually a part of the problem you are working on. They may state accurate names and plausible events, but the information they present is misleading. These responses have been included to keep you from being able to piece the problem together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

151. **There are no instructions in this problem that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.**
152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again. **GO TO SECTION C.**
153. She says they seem to be going well. **Return to the section you are working in and continue.**
154. Joan says she has a number of personal issues which may be affecting her performance. **Return to the section you are working in and continue.**
155. They have no additional information about the complaints. **Make another choice in the same section.**
156. No one is available. **Make another choice in the same section.**
157. Joan says she will not tolerate Mike treating her like this. **Return to the section you are working in and continue.**
158. She says she did the best she could under the circumstances. **Return to the section you are working in and continue.**
159. He says she has. **Return to the section you are working in and continue.**
160. He suggests that Mike does not usually cause problems. **Make another choice in the same section.**
161. He explains how the problem occurred and offers a good solution to keep it from happening again. **This is the end of the sample problem. Make no more choices in this problem.**

162. Mike says he made that suggestion to Joan several times but she ignored him. **Return to the section you are working in and continue.**
163. He says that doesn't seem necessary. **Return to the section you are working in and continue.**
164. You compile a short list of questions. **GO TO SECTION D.**
165. He asks to meet with you. **GO TO SECTION H.**
166. He suggests you meet with Mike to better find out what happened. **GO TO SECTION H.**
167. He says she is a good employee. **Return to the section you are working in and continue.**
168. She says she has been thinking about it. **Return to the section you are working in and continue.**
169. He says he is not. **Return to the section you are working in and continue.**
170. He looks very dejected and walks away. **This is the end of the sample problem. Make no more choices in this problem.**
171. He says that's good and you should continue your investigation. **Make another choice in the same section.**
172. Joan and Mike say they cannot reconcile their differences. **Return to the section you are working in and continue.**
173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**
174. He says he does not. **Return to the section you are working in and continue.**
175. Mike says he would rather transfer to another unit. **Return to the section you are working in and continue.**
176. They are not available. **GO TO SECTION D.**
177. He says that seems premature. **Return to the section you are working in and continue.**
178. Mike says that he would like to meet with you. **GO TO SECTION H.**
179. You decide you do not have enough information to do this. **GO TO SECTION D.**

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**
181. He says he hopes so. **GO TO SECTION D.**
182. There have been none. **Make another choice in the same section.**
183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**

## **WORKING THROUGH SAMPLE JOB SIMULATION EXERCISE 1**

Working with these three parts of the exercise - the test sections, the answer sheet and the list of responses - we will now proceed through the sample simulation exercise as we might in a real test situation. Always begin by reading the introductory material. For a real simulation exercise it may be several pages long. For the sample exercise, it is the paragraphs below.

### **BACKGROUND INFORMATION**

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

**Continue now with SECTION A.**

The Background Information concludes by directing us to Section A. The Background Information in a real job simulation exercise will also direct you to Section A. Section A of the sample problem is shown next.

### **SECTION A**

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

Candidates are directed to choose only one of the choices presented. The choices in Section A tend to fall into two categories - those that propose an action to contact Joan and those that attempt to get additional information. We'll decide to get additional information before doing anything directly with Joan. We'll select choice 5. We then go to the answer sheet and, using the developer pen, expose the box immediately to the right of the choice 5. Information will appear as shown next.

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6		D	16			26		G	36			46	
	7			17			27			37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The number 156 has appeared in the box. We now go to the list of responses and read response 156. It reads as follows:

156. No one is available. **Make another choice in the same section.**

Note that in addition to the information given, the response also directs candidates to make another choice in the same section. Even though the initial directions in the section said choose only one, we have now been directed to return to section A and make another choice. This time, we'll select choice 6 and expose the box to the right of number 6 on the answer sheet. The answer sheet now looks like the following:

A	1	
	2	
	3	
	4	
	5	156
	6	GO TO <b>G</b>
B	7	
	8	
	9	
	10	

	11	
	12	
	13	
C	14	
	15	
	16	
	17	
D	18	
	19	
	20	

	21	
	22	
	23	
	24	
E	25	
	26	
	27	
	28	
	29	
	30	

	31	
F	32	
	33	
	34	
	35	
	36	
G	37	
	38	
	39	
	40	

	41	
H	42	
	43	
	44	
	45	
	46	
	47	
	48	
	49	
	50	

The exposed box contains the words GO TO G. These are directions to go to Section G in the test. We should stop working in Section A and go directly to Section G. Section G is shown next.

### SECTION G

Before speaking with Joan you would: **(Choose ONLY ONE, unless otherwise directed.)**

37. Ask for the evaluation sheets from Friday's seminar.
38. Tell your supervisor that you are going to straighten out the mess Joan has made.
39. Make a list of all the things Joan appears to have done wrong.
40. Make a list of the various questions you plan to ask Joan.
41. Ask if any complaints about Friday's seminar have come directly to your office.

Section G begins by asking what you would want to do before speaking to Joan. Candidates must now choose one of the options presented. We'll choose choice 40 and expose the box to the right of 40 on the answer sheet. The answer sheet now looks like the following:

A	1	
	2	
	3	
	4	
B	5	156
	6	GO TO <b>G</b>
	7	
	8	
	9	
	10	

C	11	
	12	
	13	
	14	
D	15	
	16	
	17	
	18	
	19	
	20	

E	21	
	22	
	23	
	24	
	25	
	26	
	27	
	28	
	29	
	30	

F	31	
	32	
	33	
	34	
G	35	
	36	
	37	
	38	
	39	
	40	164

H	41	
	42	
	43	
	44	
	45	
	46	
	47	
	48	
	49	
	50	

The number 164 has appeared in the box. We go to the list of responses and read response 164 which reads as follows:

164. You compile a short list of questions. **GO TO SECTION D.**

This response directs the candidates to go to Section D. It may be tempting to go back into Section G and select choice 37. However, this is not a good thing to do. In exposing the box to the right of choice 37 on the answer sheet, we may receive a lower score or directions that take us to a different section of the problem and leave us faced with conflicting directions on how to proceed. This could result in our having difficulty completing the problem or in receiving a lower score than we would otherwise receive. Once we have made a choice, exposed the answer sheet and come to a response that directs us to another section, we go immediately to that section without making any additional choices in the section in which we are currently working.

We are now in Section D, which is shown next.



## SECTION D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

Section D is different from the first two sections we have worked in because it now directs us to choose up to four of the choices offered. Even though we can choose up to four choices, we will choose one choice at a time, expose the answer sheet and read the corresponding response before going on to making any additional choices. We will begin by choosing choice 18, and exposing the answer sheet. The answer sheet now looks like the following:

A	1		C	11		E	21		G	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		F	26		H	36		I	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19			29			39			49	
	10			20			30			40	164		50	

We are directed to response 173 which reads:

173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**

We then decide to choose choice 19. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO <b>G</b>	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

We are directed to response 153 which reads as follows:

153. She says they seem to be going well. **Return to the section you are working in and continue.**

We then decide to choose choice 22. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21		F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

We are directed to response 180 which reads as follows:

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**

At this point we have selected three choices from Section D. We are allowed four, so we will select one more choice. We decide to take choice 21. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

We are directed to response 183 which reads as follows:

183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**

At this point we have made four choices in Section D and four is the maximum number of choices allowed in this section.

Number 24 in the Test Booklet, the last number in Section D, tells us that after we have chosen up to four, and have marked the choices on the answer sheet and read the responses, to expose the box to the right of number 24 on the answer sheet. We do this and the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33			43	
	4			14			24	GO TO <b>F</b>		34			44	
	5	156		15			25			35			45	
B	6	GO TO <b>G</b>	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

The box to the right of number 24 contains the directions to GO TO F. At this point we will make no more choices in Section D and will go immediately to Section F which is shown next.

## SECTION F

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

32. Inform your supervisor that Mike caused the problem.
33. Discuss the situation with Mike.
34. Tell your supervisor that you have learned some things about Friday's seminar.
35. Ask Mike if he has any ideas about why there was a problem with Friday's seminar.
36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

Section F asks us to choose only one of the choices offered. We will choose choice 33. After exposing the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33	178		43	
	4			14			24	GO TO F		34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

The number 178 has appeared on the answer sheet. We go to the list of responses and read response 178 which reads as follows:

178. Mike says that he would like to meet with you. **GO TO SECTION H.**

The response provides us with some information. It also directs us to go immediately to Section H which is shown next.

## SECTION H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

42. whether he was deliberately trying to embarrass Joan
43. whether he realized they were short seats and handouts Friday
44. whether he knows why more people appeared Friday than he had prepared for
45. whether he has any ideas on how to prevent a recurrence of Friday's problems
46. whether he has talked to Joan about what happened Friday
47. that you think your supervisor is overreacting
48. whether setting up the proper number of places was too much effort
49. that you are upset over the way he mishandled the situation
50. **After you have chosen as many as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**

Section H is different from the first four sections we have worked in because it now directs us to choose AS MANY of the choices as are appropriate. We will make each choice separately and expose the answer sheet before moving on to any additional choices. We will start by exposing choice 43. The exposed answer sheet now looks like the following:

A	1	
	2	
	3	
	4	
	5	156
B	6	GO TO G
	7	
	8	
	9	
	10	

C	11	
	12	
	13	
	14	
	15	
D	16	
	17	
	18	173
	19	153
	20	

E	21	183
	22	180
	23	
	24	GO TO F
	25	
F	26	
	27	
	28	
	29	
	30	

G	31	
	32	
	33	178
	34	
	35	
H	36	
	37	
	38	
	39	
	40	164

H	41	
	42	
	43	✓
	44	
	45	
I	46	
	47	
	48	
	49	
	50	

All that has appeared is a checkmark. As stated earlier, a checkmark tells us that our answer has been recorded but no new information is presented. We continue to work in the same section. Our second choice is choice 46. The exposed answer sheet now looks like the following:

A	1	
	2	
	3	
	4	
	5	156
B	6	GO TO G
	7	
	8	
	9	
	10	

C	11	
	12	
	13	
	14	
	15	
D	16	
	17	
	18	173
	19	153
	20	

E	21	183
	22	180
	23	
	24	GO TO F
	25	
F	26	
	27	
	28	
	29	
	30	

G	31	
	32	
	33	178
	34	
	35	
H	36	
	37	
	38	
	39	
	40	164

H	41	
	42	
	43	✓
	44	
	45	
I	46	✓
	47	
	48	
	49	
	50	

Again, a checkmark has appeared showing that our answer has been recorded. We decide that these two things are all we need to discuss with Mike and we move to number 50 in the Test Booklet, the last number in Section H, which tells us that after we have made as many choices as are appropriate and have marked the answer sheet, to expose box 50 on the answer sheet. The exposed answer sheet now looks like the following:

A	1	
	2	
	3	
	4	
	5	156
B	6	GO TO G
	7	
	8	
	9	
	10	

C	11	
	12	
	13	
	14	
	15	
D	16	
	17	
	18	173
	19	153
	20	

E	21	183
	22	180
	23	
	24	GO TO F
	25	
F	26	
	27	
	28	
	29	
	30	

G	31	
	32	
	33	178
	34	
	35	
H	36	
	37	
	38	
	39	
	40	164

H	41	
	42	
	43	✓
	44	
	45	
I	46	✓
	47	
	48	
	49	
	50	152

The number 152 has appeared in the answer sheet. Response 152 reads as follows:

152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again. **GO TO SECTION C.**

The information and response in 152 tells us that Mike believes he knows what the problem was on Friday. We are then directed to go immediately to Section C. Again, if we had arrived at response 152 without choosing choices 43 and 46, we should not go back into Section H and choose them later. Without knowing what information will be exposed when we go to the answer sheet, we cannot be sure that it will not create serious problems for us continuing with the problem. We are now in Section C, which is shown next.

### SECTION C

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

We are again directed to make only one choice. We will choose choice 14. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33	178		43	✓
	4			14	161		24	GO TO F		34			44	
	5	156		15			25			35			45	
	6	GO TO G		16			26			36			46	✓
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	152
B			D						G					



The number 161 has appeared in the answer sheet. When we read response 161, it reads as follows:

161. He explains how the problem occurred and offers a good solution to keep it from happening again. **This is the end of the sample problem. Make no more choices in this problem.**

This response tells us that the problem has been concluded. At this point, we should make no more choices in the problem. A similar statement will appear when you have concluded a real simulation problem. Once you read that statement, make no more choices in the problem and be sure to follow any other directions that appear in the response.

## SCORING SAMPLE JOB SIMULATION EXERCISE 1

All choices in a job simulation exercise have a value of plus (+), minus (-) or zero (0). Below is a list of all the choices in this test along with their respective values.

## SCORING TABLE

	Choice	Value		Choice	Value		Choice	Value		Choice	Value		Choice	Value	
A	1	-1		11	0		21	0		31	0		41	+1	
	2	+1		12	0		22	+1	F	32	-2	H	42	-1	
	3	0		13	0		23	+1		33	+2		43	+1	
	4	-2	C	14	+2		24	0		34	0		44	+1	
	5	+1			15	-2	E	25		+1	35		+2	45	+1
6	+2			16	-1	26		+1		36	-2		46	+1	
B	7	0			17	-2			27	+1	G	37	+1	47	-1
	8	0			18	+1			28	-1		38	-2	48	-1
	9	0	D	19	+1			29	-1	39		-1	49	-1	
	10	0			20	-1		30	-1	40		+2	50	0	

Let's score ourselves on the test we just took. We chose choices 5, 6, 14, 18, 19, 21, 22, 24, 33, 40, 43, 46, and 50. Those choices are listed below along with their corresponding values from the table above.

Choice	Value	Choice	Value
5	+1	24	0
6	+2	33	+2
14	+2	40	+2
18	+1	43	+1
19	+1	46	+1
21	0	50	0
22	+1		

Using this list, we can add up our score and see that we received a score of +14 on the problem. Let's see how we might have done even better. Below is an answer sheet with every choice exposed.

### Sample Problem Answer Sheet

A	1	GO TO G	C	11	151	E	21	183	F	31	GO TO G	H	41	182
	2	GO TO E		12	151		22	180		32	160		42	✓
	3	155		13	151		23	168		33	178		43	✓
	4	GO TO G		14	161		24	GO TO F		34	171		44	✓
	5	156		15	170		25	169		35	165		45	✓
	6	GO TO G		16	170		26	159		36	166		46	✓
B	7	151	D	17	170	G	27	167	G	37	176	H	47	✓
	8	151		18	173		28	177		38	181		48	✓
	9	151		19	153		29	174		39	179		49	✓
	10	151		20	158		30	163		40	164		50	152

We would never select every choice when taking a test, but having the fully exposed answer sheet allows us to look at what response goes with each choice in the test and to see the effect of making different choices.

A general rule for getting the best score possible in this type of job simulation exercise is to choose all of the positively valued choices and choose none of the negatively valued choices. Let's see how this rule applies to the choices we made when we took this test. In Section A, we took two of the three positively valued choices, choice 5 and choice 6. We did not choose choice 2. However, as we can see from the exposed answer sheet, choice 2 directs candidates to go to Section E, and choice 6 directs candidates to go to Section G. Therefore, we could not have chosen both choice 2 and choice 6 since they have conflicting directions, and we would have been directed out of Section A after choosing either one of them. This section highlights the dangers in making more choices than are allowed by the directions, or not stopping when directed to go to a new section. A person who ignored the directions and chose both 2 and 6 would be faced with conflicting directions and would find it very difficult to continue with the problem.

In Section C, we chose choice 14. This was the only positively valued choice in that section. Therefore, we received the maximum number of points in Section C as well. In Section D, we chose choices 18, 19, 21, 22 and 24. Choices 18, 19 and 22 were positively valued, which added to our score. However, we did not choose choice 23. It was also positively valued and had we chosen it, our score would have been one point higher. However, it was important that we did not choose choice 20. This had a negative value and would have subtracted a point from our score. Choosing choice 21 could have had an effect on our score even though that choice had a value of zero. In this section, we were directed to choose up to four choices and choice 21 was our fourth choice. By selecting it, we are prevented from taking any other remaining choices.

We were not directed to Section E so we were not able to make any choices in that section. In Section F, we chose choice 33 which was one of the two positively valued choices in that section. We were directed to make only one choice in that section, therefore +2 was the most points we could have received. Had we chosen choice 35 instead of choice 33, we would have been directed to response 165 which was essentially the same response we got for choosing choice 33. Therefore, we received the maximum points and it did not matter which of the two positively valued choices we chose.

In Section G, we took choice 40, which had a value of +2. Had we chosen choice 41 first, we would have been directed to response 182 and allowed to make another choice in the section. We could then have chosen choice 40 second and received +1 for choice 41 and +2 for choice 40 for a total score of +3. However, had we chosen choice 37 first, we would have been directed to response 176 which would have sent us directly to Section D and we would not have had the opportunity to choose either choice 40 or choice 41. Then the maximum we could have received in that section would have been +1. This section demonstrates the dangers in not following the directions carefully. Candidates who violated the directions and chose choices 37 and 40 would have received only the +1 credit for choice 37. They would not have been given credit for choice 40. Again, this points out that you should not go back and make any extra choices after you have been directed out of a section.

In Section H, we took choices 43 and 46; two of the four positive choices. Had we also taken choices 44 and 45 we would have received two more points. It's also worth noting that no matter what choices we had taken, at the end we would have been directed to response 152. This response has Mike indicating that he thinks he knows what went wrong and then directs all candidates out of the section.

In summary, we could have improved our score by choosing a few more positive choices in the **Choose AS MANY** or **Choose UP TO** sections. However, it is important to note that most of the choices we did take were positive choices, and as a result we got a very good score. While it is important to choose as many positive choices as possible, automatically choosing all the choices will not result in improving your score. Section H illustrates that. We chose two positive choices and had a score of +2 for that section. Had we chosen the other two positive choices, we could have had a score of +4. However, if we had chosen all 8 of the choices we would have made 4 positive choices and 4 negative choices and our net score would have been zero, two points less than what we received when we made only two choices. It is important to choose wisely in a **Choose AS MANY** or **Choose UP TO** section. You will **NOT** get the best score by exposing all the choices.

There were two sections in this exercise that we did not make any choices from: Section B and Section E. Section B is a section that no candidates should ever go to if they follow the directions carefully. This section is placed in the simulation exercise after Section A to redirect candidates who are not following directions and are simply going alphabetically through the sections. In all cases, candidates who make a choice in Section B are directed to response 151 which reads as follows.

151. <b>There are no instructions in this exercise that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.</b>
--

All choices in Section B have a value of zero, so candidates are not penalized for making choices in that section. The section exists only to remind candidates to carefully follow the directions in determining which section to answer next.

We also did not make any choices in Section E. Section E could only be entered by choosing choice 2 in Section A. Because we did not choose choice 2, we were not directed to Section E. We will not necessarily be directed to every section in the simulation problem and should not be concerned if there are sections to which we were not directed.

Also, the exposed answer sheet shows that five response numbers are not listed. Responses 154, 157, 162, 172 and 175 are nowhere on the exposed answer sheet. The introductory note to the responses warns candidates that some responses are not part of the problem. Candidates who tried to figure out this problem by reading all of the responses would have seen responses suggesting that a disagreement exists between Mike and Joan and would have received misinformation. It is important to read only the responses to which you have been directed from the answer sheet.

### **AT THE TEST**

The only difference between the way we approached this Sample Exercise and the way you will approach your actual Job Simulation Exercise 1 is that you will be exposing boxes on the answer sheet using the special developer pen. At the test, a space will be provided on your Answer Sheet Packet for you to test your developer pen to be sure that it works properly, and develops the image. Remember to rub the pen ONCE over the box you want to expose. DO NOT rub the pen back and forth, as you might rub off the information.

## JOB SIMULATION EXERCISE 2

Job Simulation Exercise 2 will present you various types of in-basket materials (e.g., letters, computer printouts, memos, forms, phone/fax messages, statistical or narrative reports, etc.) regarding various incidents and situations which are similar to those a police chief might encounter on the job during the course of a day.

The exercise will start with **BACKGROUND INFORMATION** which will tell you about the job setting and your role in that setting. The background may present some job-related issues, situations, and/or resource materials for you to consider. You should review this information and then start with **SECTION A**, where you will be presented with some choices. After you have marked your answer sheet to show which choices you are selecting for action in **SECTION A**, you should then proceed to the next sections in sequential order (**SECTION B**, then **SECTION C**, etc.), to the end of the exercise.

### Following Section Directions:

Each section of Job Simulation Exercise 2 will present you with directions as to how many choices you should select in that section. The directions may tell you to choose a specific number of choices (e.g., **Choose ONLY ONE.**), a maximum number of choices (e.g., **Choose UP TO THREE.**), or as many choices as you decide are appropriate (e.g., **Choose AS MANY as are appropriate.**) A choice can be positively, negatively, or neutrally valued, depending on the appropriateness of that choice in the situation presented. Follow the directions to each section carefully. Failure to follow the directions may result in a lower score.

### Marking Your Job Simulation Exercise 2 Answer Sheet:

For **each** choice presented in Job Simulation Exercise 2, find the corresponding number on your answer sheet. With a No. 2 pencil:

- Mark **'A'** on your answer sheet if you are **selecting** that choice for action.
- Mark **'B'** on your answer sheet if you are **not selecting** that choice for action.
- You **must** mark **A or B** for **each** choice presented.\*

*\*You must mark **A** or **B** for each choice presented because your answer paper will be optically scanned by a machine which reads the darkest filled-in circle next to a choice number as your selection for that choice number. Marking **A** for choices you select and **B** for choices you do not select will ensure that your choices are recorded accurately.*

**Example for Marking Your Job Simulation Exercise 2 Answer Sheet:**

Let's say **SECTION A** presents you with five choices numbered **1, 2, 3, 4, 5**. Let's say **SECTION A** directions tell you to '**Choose UP TO THREE.**' If you want to select Choices **2, 3** and **5** as your three choices, this is how your answer sheet should look:

	A	B	C	D
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **SAMPLE JOB SIMULATION EXERCISE 2**

We now present one section of a sample in-basket exercise formatted like the one you will encounter in Job Simulation Exercise 2.

### ***SAMPLE IN-BASKET ITEM FOR JOB SIMULATION EXERCISE 2***

#### Police Department Inter-Office Memo

**TO:** Chief  
**FROM:** Lt. Benson  
**SUBJECT:** Attached Video Tape  
**DATE:** March 21, 2005

The attached video tape arrived in the mail this morning. On it was an unsigned note stating, "You should find the enclosed video tape interesting. Channel 11 intends to broadcast this on their local news program at 6:00 this evening."

I viewed the tape and it showed a video camera photographing a dimly lit scene which I recognized as a parking lot behind a theater and commercial complex in the town. It shows one of our department's patrol vehicles cruising up and down the lanes of the parking lot. The vehicle stops and an individual dressed in the uniform of the police department gets out and appears to be looking into the car windows of the parked cars. I could not identify the officer, even though the camera appears to zoom in each time the interior light of the parked car comes on. The officer appeared to leave his vehicle on three separate occasions. After one such incident, I saw that the officer was carrying a package back to the patrol car.

At this point, the tape goes blank. The tape lasted for about ten minutes altogether. I reviewed the tape a second time without discovering any new details. I thought that you would want me to bring this to your attention immediately.

### **SECTION A**

You would now: **(Choose UP TO THREE.)**

1. Discuss the video tape with Lt. Benson.
2. Have a video technician attempt to enhance the quality of the video tape.
3. Discuss the implications of the video tape with the Town Supervisor.
4. Discuss the video tape with your Platoon Sergeants.
5. Determine which of your officers were working nights recently.
6. Review department records on car break-ins that may have occurred in parking lots in your jurisdiction over the past month or two.
7. Issue a press release indicating that someone is using this video tape to defame the reputation of the police department.
8. Plan to drive around the parking lots in your jurisdiction in an unmarked vehicle for the next week or two.
9. Interview each officer who has been working nights during the past week in your jurisdiction.



## **SCORING SAMPLE JOB SIMULATION EXERCISE 2:**

This discussion will help you understand the logic and scoring of this portion of the test. Each choice in this type of job simulation exercise is valued positively, negatively or neutrally. In order to achieve the best score you can, you should select only the choices that you consider to be positive. In those sections that allow you to make more than one choice, you should select all the choices that you consider to be positive, while taking care not to select poor choices.

In sample in-basket Section A, you are directed to choose **UP TO THREE**. Of the choices indicated in this sample, only choices 1, 2, and 6 would be helpful in this situation. These choices are therefore positively valued and you would receive credit if you marked "A" (YES) on your answer sheet for choices 1, 2, and 6. You would not receive credit if you marked "B" (NO) on your answer sheet for choices 1, 2, and 6.

### **Positively valued choices:**

**Choice 1:** Lieutenant Benson might have some information on the identity of the officer on the video tape.

**Choice 2:** Enhancing the quality of the video tape might assist in identifying the officer who was shown in the video tape.

**Choice 6:** This would give you some information on how prevalent larcenies from parked cars have been in your jurisdiction during the recent past, and whether there is any pattern to them.

### **Negatively valued choices:**

The other choices are incorrect actions to take at this time and are therefore negatively valued. You would lose credit if you marked "A" for these six choices; you would not lose credit if you marked "B" for each of these six choices.

**Choice 3:** This action is premature. The Town Supervisor would want to know what you are doing to identify the perpetrator.

**Choice 4:** This is inadvisable since you are unaware whether the individual seen in the video tape was an officer, a supervisor, or someone impersonating an officer.

**Choice 5:** This would not be helpful since there is no indication when the video tape was shot. If it were shot several weeks ago, any of your officers might have been working nights.

**Choice 7:** This is wrong since there is no indication of anyone doing anything except showing what one of your officers is allegedly doing. It is also wrong because it would announce to the public that there is possible corruption in your department, without any indication that you are attempting to determine who may be responsible.

**Choice 8 and Choice 9** are unproductive and would be a waste of time.

We hope this information booklet has been helpful to you. You **will not** be allowed to bring this information booklet to the test. All the information you need to complete the test will be included in the directions you will receive with your test. In addition, you will be provided with a brief summary of the most important points in this information booklet.

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2005